



## Charter 201: Norming on Quality

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### ***Education Plan Examples (25 minutes total)***

*Instructions: Please read through the questions and sample responses. You will have 12 minutes to read through the responses to the Education Plan section and review the responses using the provided rubric.*

#### Mission & Vision

The mission of your non-profit should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your non-profit should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement provide the foundation for the entire proposal.

- (1) Provide the mission of your proposed school and describe how your mission will inform your school's daily activities.
- (2) Describe the vision for your school, clearly illustrating what success will look like in terms of (a) life outcomes for students and (b) impact on community and/or society.

The mission and vision should align with the purposes of the Tennessee Public Charter Schools Act and the mission of the Achievement School District.

#### **Mission & Vision Example Response –**

- (1) **MISSION** - SMARTS Community Schools seek to partner with the Tennessee Achievement School District in improving the educational options for at-risk students emerging from underserved neighborhoods within Nashville, Tennessee. We will target the Core Content State Standards Initiative by offering rigorous and challenging academic opportunities to encourage our students to become high achievers.
- (2) **VISION** - SMARTS Community Schools will structure a comprehensive middle school program of study for our students with concentrations in holistic student development. Our commitment is to develop students who will be prepared for college entry and completion, once they have graduated high school. Our academic culture should reveal 10% annual increases in student achievement with the potential to exceed the 10% minimum in state assessed areas.

#### Transformational Change

The ASD is committed to authorizing applicants that seek transformational change for the communities they serve, meaning the operator:

- Puts forth a model that will result in double digit academic gains, and
  - Seeks to take schools from the bottom 5% to the top 25% in TN within 5 years.
- (1) Articulate your approach to education. Describe the most fundamental features of a school that ensures successful student outcomes in schools with a high concentration of high needs students (academically behind).



- (2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:
  - Programs (ex. curriculum, PD, afterschool program, parent program, etc...)
  - Principles (ex. no excuses, individualized learning, learn at your own pace)
  - Structures (ex. blended learning, small learning communities, small class sizes, etc...)
- (3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence where possible.

### **Transformational Change Example Response-**

- (1) SMARTS Community Schools will utilize the component identified in the Quantum Learning series. For over 30 years the Quantum Learning Network has been inspiring and positively changing the lives of children and educators. The Quantum Learning Network, which comprises Quantum Learning Education and SuperCamp, is dedicated to helping children develop the skills they need in the classroom to become productive citizens. Quantum Learning's core components align with the elements of instructional frameworks providing the "how" and the "why" that strengthen their impact.
- (2) Quantum Learning enhances the implementation and success of several types of initiatives:

#### **Academic and Behavior Support Systems**

##### RTI (Response to Intervention)

RTI is generally defined as a multi-tiered approach to the early identification and support of students with learning and behavior needs. When teachers are trained in the research-based Quantum Learning methodology, more children receive high-quality instruction. The Quantum Learning model typically reveals the following results:

- ▯ Students are more engaged
- ▯ Content is made more interesting, relevant and understandable
- ▯ Behavior problems and distractions are significantly reduced
- ▯ Students more readily connect content with their existing schema
- ▯ Long-term memory of content is enhanced

As a result, a greater percentage of students are successful in achieving Tier 1 behavior and performance objectives and are less likely to require Tier 2 and 3 interventions.

##### PBIS (Positive Behavioral Interventions and Supports)

Quantum Learning's 8 Keys of Excellence character development program is fully aligned with and uniquely addresses PBIS programs objectives:

- ▯ Establish a positive school culture
- ▯ Increase academic performance
- ▯ Improve safety
- ▯ Decrease problem behavior

The 8 Keys of Excellence and Quantum Learning life skills programs establish a common language between students, teachers, site leadership, and parents. The 8 Keys are uniquely impactful on the success of the classroom environment because the character traits are specifically applied to students' self-responsibility for learning and the value of positive relationships with peers, teachers and administrators. Students who develop good character at a young age are far less likely to become behavior challenges later in school. Students with



strong character are more successful academically because they demonstrate traits such as commitment to learning, ownership of their behavior and success in life, and flexibility to adapt to life's changes.

- (3) During the past 30 years the Quantum Learning System's 8 Keys of Excellence has been taught to over 60,000 middle and high school students, and over 10,000 elementary students. Curriculum Initiatives:
- ▯ System is compatible with the Common Core Standards
  - ▯ Infuses 21<sup>st</sup> Century Skills into daily learning activities
  - ▯ Instructional Improvement
  - ▯ Incorporates Differentiated Instruction into instructional planning and delivery
  - ▯ Mandates Rigor, Relevance and Relationships during instructional models
  - ▯ Professional Development
  - ▯ Learning Forward standards for professional development
  - ▯ Instructional Evaluation
  - ▯ Based on Marzano

### **Operations Plan Example (20 minutes total)**

*Instructions: Please read through the questions and sample responses. You will have 10 minutes to read through the responses to the Education Plan section and review the responses using the provided rubric.*

### **Facilities**

The ASD's chartering authority derives from its statutory authority to assume the operation of chronically underperforming schools (as defined by the Tennessee Department of Education Priority List). This RFQ is designed to identify qualified operators who can then be matched with appropriate facilities as schools come under ASD's authority. This section solicits information that will help the ASD match operators with appropriate facilities.

An applicant may also seek to operate in independent facilities. Regardless of the site, however, an ASD charter school must serve exclusively children who were previously attending or are zoned to attend a school that is on the Priority List.

*If you are seeking to turnaround an existing public school facility as a Phase-In or Full Transformation model (to be identified by ASD), complete Part A.*

*If you intend to identify and operate in an independent facility as a New Start school (not managed by the ASD), complete Part B.*

#### **Part A - ASD Facilities**

*Schools operating in independent facilities may only enroll students who currently attend or are zoned to attend Priority Schools.*

- (1) Describe the basic facilities requirements for accommodating your plan, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities.
- (2) List your ideal specialty classroom options (science labs, art room, computer labs, library/media center, auditorium, athletic rooms, etc.).



- (3) List your ideal administrative/support space (main offices, satellite office, work room/copy room, etc.).
- (4) Identify any other significant facilities needs not already specified (playground, football field, etc.):
- (5) Discuss contingency plans in the event you do not receive your desired facility requests. Please list all non-negotiables with regards to space needs.

#### **Facilities Response (Part A)-**

- (1) **Basic Facility Needs** - In order to meet the needs of the 400-550 student population, the building site will need to consist of at least 25 general education classrooms that will be 720 square feet per class. In addition to classroom space, the building sites will need to include space for at least 3 locker alcoves (1,000 square feet each), IT room (60 square feet), mechanical/electrical storage (100 square feet), and 2 restrooms (800 square feet each). The total square footage anticipated for basic facility needs will be 25,000 square feet.
- (2) **Specialty Classrooms** – SMARTS Community Schools (SCS) anticipates the need for general science labs (1,250 square feet each), library/media center (5,000 square feet), kitchen and dining area (5,000 square feet), and gymnasium/auditorium (10,000 square feet) for a total of 23,750 square feet per school site.
- (3) **Administrative/Support Space** - In addition to basic facility needs, and specialty classrooms SCS anticipates the need for administrative space to support instruction and general school operations. There will be a need for a principal's office (150 square feet), assistant principal's office (120 square feet), secretary's space (160 square feet), reception/waiting space (300 square feet), bookkeeper's space (100 square feet), guidance counselor's office (150 square feet), teachers' workroom/lounge (750 square feet), nurse's office with sick room and toilets (300 square feet), small conference room (200 square feet), and teacher restrooms (35 square feet). The total square footage required to adequately support administrative/support space is 2,265 square feet.
- (4) **Other Needs** - A general-purpose gymnasium (approximately 10,000 square feet) will be required to support the physical education curriculum at SCS. NLA will need adequate outdoor space to support physical education. Outdoor space that can accommodate a community garden is also needed to support the business and entrepreneurship curriculum.
- (5) **Contingency Plan** - SCS will identify nearby facilities to lease or purchase, particularly churches with classrooms and/or large warehouses that can be retrofitted to accommodate the 400-550 student populations. SCS has successfully converted a 21,000 square foot facility in 2008 to accommodate the needs of SCS Middle School.